

Optimizing Clinical Skills Curriculum Throughout the COVID-19 Pandemic



WAYNE STATE
School of Medicine

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INTRODUCTION

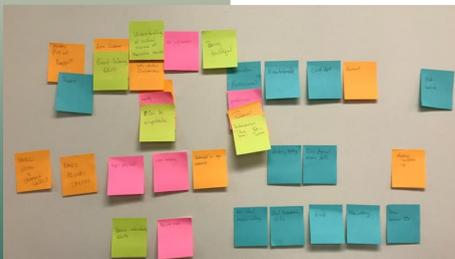
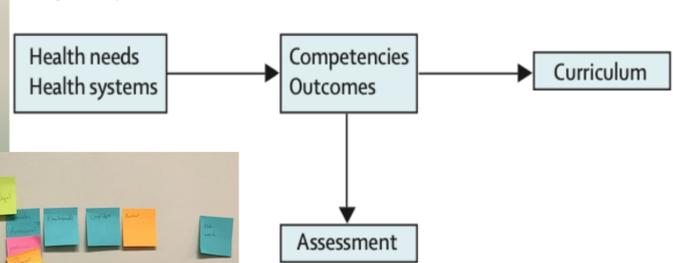
Wayne State University School of Medicine is the largest single-campus medical school in the country with approximately 290 students enrolled per class. After working through a transformative curriculum change process, including redefining our pre-clerkship clinical curriculum, we met the challenge of interrupted and uncertain processes related to clinical skills course delivery as informed by the COVID pandemic and the shifting USMLE landscape.

BEFORE

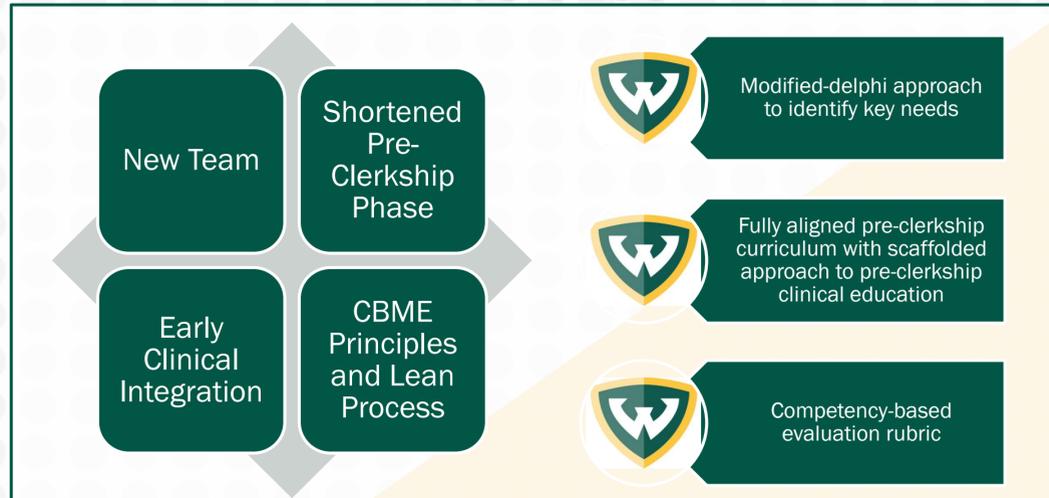
- Traditional “doctoring” course
- Limited in-person sessions over 2-year pre-clerkship phase
- Checklist-style assessment
 - 89-point physical exam informed by *Bates’ Guide to Physical Examination and History Taking*
 - Systems-focused approach and loosely aligned to pre-clerkship curriculum
- A concurrent, but separate course

PROCESS

Competency-based education model *The Lancet* 2010 376:1923-1958



PROCESS



AFTER

POWER STANDARD							
At the end of year one, the student will be ready to enter an outpatient clinic. They will be a competent reporter (can get a history, perform a basic physical exam, can report it out accurately, both verbally and written)							
EPAs							
1: Gather History and Perform a PE							
2: Prioritize a differential diagnosis following a clinical encounter							
3: Document a clinical encounter in the patient record							
4: Provide an oral presentation of the clinical encounter							
AAMC Appendix							
1: Professionalism							
2: Patient Engagement and Communication Skill							
3: Biomedical Knowledge Application Skill							
4: History-Taking							
5: Patient Examination							
6: Clinical Information Management							
7: Diagnosis							
They will be a competent reporter (can g	Misc. Goals	Interview Skills	Physical Exam Skills	Communication of Clinical Information	Clinical Reasonin	Debrief Activit	Homework
CVS/RS 2	Practice previous skills	Demonstrate empathy & patient centered communication (sad vs. anxious patient)	CVS/RS exam	Note writing: Chronologic HPI documented; Presentation: Chronologic HPI presented	Illness scripts in debrief session	An introduction to illness scripts	Generate three illness scripts related to the chief complaint for next session

Communication (Assessor: SP)				
COMPETENCY	Entry	Developing	Novice	Advanced Beginner
INTRODUCTION	Omits introduction or misidentifies self as physician	Greets patient, identifies self as student doctor, does not state patient's name, may deliver or omit agenda	Greets patient, identifies self as student doctor, states patient name without confirmation, delivers agenda	Greets patient, identifies as student doctor, asks how patient wants to be addressed and confirms pronouns, delivers agenda

RESULTS



Individual and cohort student performance maintained throughout pre-clerkship clinical skills courses



Individual and cohort student performance maintained throughout first five months of core clerkship rotations

RESULTS

Clinical Readiness Survey
(mean scores of a 5-point self-perception of competence)

	Class 2021	Class 2022	Class 2023
Take a full medical history	3.78	3.85	3.92
Take an appropriate history of the current problem	3.83	3.96	3.86
Formulate a problem list	4.3	4.12	3.88
Perform a full physical examination	4.53	4.8	4.36
Document the history and physical exam findings	4.1	4.21	3.92
Verbally present your findings to the resident or your preceptor	4.48	4.06	3.87
Communicate respectfully and effectively with your patients and their families	3.94	4.05	4.14
Explain the approach to communicating bad or difficult news to your patient	4.26	4.42	4.22

CONCLUSION

- While the content and delivery methods of our simulation-based curriculum have varied since March 2020, student performance outcomes have remained largely unchanged.
- Building our curriculum on a competency-based education model allowed for a fluid response to the ever-changing requirements dictated by national, state and local guidelines.
- Next steps:
 - Monitor student performance metrics
 - Program evaluation for continuous iterative improvements and advancements